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ABSTRACT

Coordinated Optimal Program Effort (COPE), implemented at Phoenix Indian High School, was funded by Title I of the Elementary and Secondary Education Act. The project set as its goals (1) the provision of services to the student according to perceived needs in the areas of guidance and counseling, social work, special education, psychological services, and student activities and recreation and (2) the development of philosophical and operational guidelines, techniques, and procedures which could serve as a prototype or model for other Bureau of Indian Affairs residence schools. Various procedures and techniques developed to meet student needs in the 5 aforementioned areas are discussed in the recommendations section of the report. (LS)

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PROJECT COPE

COORDINATED OPTIMAL PROGRAM EFFORT

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FINAL REPORT

PHOENIX INDIAN HIGH SCHOOL
BUREAU OF INDIAN AFFAIRS
Title I Program
Elementary and Secondary Education Act
FY 1969
Division of Pupil Personnel Services
Branch of Specialized School Services

1969

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PROJECT COPE

Coordinated Optimal Program Effort

Phoenix Indian High School

Phoenix, Arizona

ROBERT L. ARMSTRONG

Project Director

Published by the Bureau of Educational Research and Services

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ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

LETTER OF TRANSMITTAL

Mr. James Wallace, Superintendent
Phoenix Indian High School
Post Office Box 7188
Phoenix, Arizona 85011

Dear Mr. Wallace: Re: #H50C14206637

This report on Project COPE (Coordinated Optimal Program Effort) is hereby submitted for your study and reference. Project COPE was conducted under the above-mentioned contract to the Phoenix Area Office, Bureau of Indian Affairs (Education) with funding support from the Elementary and Secondary Education Act, Title I, for Fiscal Year 1969. The report presents a summary of a program of pupil personnel services and recommendations for your consideration. The report presents services provided in the five areas of guidance and counseling, social work, special education, psychological services, and student activities and recreation.

The findings of this Project present procedures which could well be adopted as part of the permanent, but flexible, program of the Phoenix Indian High School in its operation, as well as offer a model for other Bureau of Indian Affairs residential schools.

The staff of Project COPE acknowledges the excellent cooperation from the staff of Phoenix Indian High School in the implementation of its program.

It is hoped that the recommended pupil personnel services described in this final report become a part of the regular staffing pattern of Phoenix Indian High School and that provision for such staffing be made in the proposed budget for the Fiscal Year 1971 so that the Indian youth served by the school may benefit through the total educational program.

Respectfully submitted,

MD/n

Merwin Deever, Director
Bureau of Educational
Research and Services

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CHAPTER I

INTRODUCTION

An area that has not been well developed in Bureau of Indian Affairs schools is that of a broad offering in pupil personnel services. The need for such services is great in all Indian schools because of the unique needs of minority group education. The need is particularly great in boarding schools because of the additional needs of students that are away from home and very often unfamiliar with the characteristics of the community surrounding the school. It was to meet these needs that the administrative staff of Phoenix Indian High School developed the original proposal for Project COPE (Coordinated Optimal Program Effort). When funding was granted, Project COPE was contracted with the Bureau of Educational Research and Services at Arizona State University.

Phoenix Indian High School ordinarily enrolls about one thousand students of which perhaps one hundred are usually junior high level. It is a boarding school and no day students are enrolled. All applications for admittance as a student to the Phoenix Indian High School originate on the reservation level and then are directed to the Area Education Office for their approval. The Area Education Office forwards the completed application to the school office, and if room in dormitory as well as classroom exists the student and agency are notified by the school office of a reporting date.

Students may be admitted to boarding school for educational or social reasons. Students who meet one or more of the criteria listed below could qualify.

Education Criteria:

1. Those for whom a public or federal day school is not available.

2. Those who need special vocational or preparatory courses not available to them locally at high school level and above.

3. Those retarded scholastically three or more years or those having pronounced bilingual difficulties, for whom no provisions are made in available schools.

Social Criteria:

1. Those who are rejected or neglected, for whom no suitable plan can be made.

2. Those who belong to large families with no suitable home and whose separation from each other is undesirable.

3. Those whose behavior problems are too difficult for solution by their families or through existing community facilities and who can benefit from the controlled environment of a boarding school without harming other children.

4. Those whose health is jeopardized by illness of other members of the household.

Representatives of twenty tribes from seven different states are generally enrolled in Phoenix Indian High School. They include Yavapai, White Mountain Apache, San Carlos Apache, Hopi, Hualapai,

Hoopa, Maricopa, Mohave, Navajo, Papago, Paiute, Pima, Shoshone, Sioux, Supai, Ute, Cocopah, Crow, Quechan, and Warm Springs.

Phoenix Indian High School is located on 102 acres of land near the downtown area of Phoenix, Arizona, a metropolitan area of approximately one million population. Many recreation areas and sources of entertainment are within walking or bussing distance of the school. A number of Indians, mostly former students of the school, live in the immediate neighborhood of the school. The presence of these persons, although sometimes creating a problem, *often serves to ease the transition of adjustment for reservation* students to urban life.

The spirit of Project COPE was interpreted by the project staff as encompassing two unique but inseparable roles. The first role was that of service to the Indian student, service in the form of identification of personal and educational problems, assistance with the resolution of these problems, development of academic, social and leadership competencies necessary for productive living. The other role was that of exploration, the act of consciously, and in a directed manner, seeking superior techniques and procedures whereby the first role might be better fulfilled. It was hoped that the development of a workable structure for pupil personnel services at Phoenix Indian High School would result in a prototype that could be used in similar efforts in other boarding schools.

The project included five pupil personnel service areas, guidance and counseling, school social work, special education, psychological services, and student activities and recreation.

However, it operated as a cooperative, interdisciplinary endeavor. Each area was supportive of each of the other areas.

The implementation of the project was delayed due to difficulty in establishing physical facilities, a 20' x 60' double trailer. The project staff utilized this time to become acquainted with staff, faculty, students, and the school operation. When the project became active, it was initially hampered by a lack of understanding on the part of the school staff and the students. However, the staff became increasingly supportive and the growth in the counseling readiness of the students was evidenced by the steady increase of self-referrals throughout the year, constituting approximately three fourths of the counselee contact in the final quarter of the school year.

In Chapter II of this report the philosophy and goals of the project are discussed briefly. A detailed delineation of the "Philosophy and Objectives of Project COPE" is to be found in Appendix A. These objectives were not specified in the original proposal but were synthesized from the implications of the proposal and from the school philosophy. At the termination of the project the philosophy and operational guidelines were revised in the light of the needs that became evident during the course of the project. The "Revised Philosophy and Objectives of Project COPE" are to be found in Appendix B.

Chapter III of this report covers the implementation of the project in the areas of guidance and counseling, social work, special education, psychological services, and student activities and

recreation. The project is evaluated and recommendations are made for the future in all the five aforementioned areas of pupil personnel at the school in Chapter IV. Other recommendations for a continuing pupil personnel service project are detailed also in the same chapter.

CHAPTER II

PROJECT OBJECTIVES

According to the philosophy of Phoenix Indian High School it appeared that the primary purpose of the school is the "guided acculturation" of the student. The key word, "acculturation," is a word that may be subject to misinterpretation or misunderstanding. In the opinion of the project staff it was believed that "acculturation" must not be viewed as "assimilation," or "absorption into a cultural tradition," but must more nearly imply "a process of intercultural borrowing between diverse peoples resulting in new and blended patterns." This approach seemed to suggest a role centrally concerned with maximizing the growth and effectiveness of the student in the total sense. It seemed apparent that the student should know and accept himself as a human, should be competent in ordinary social relationships, should be accepting of the worth of others, should be able to manage his own talents efficiently, and should be able to achieve livelihood and acceptance in a competitive society.

In the original proposal two goals were evident. One goal was service to the student according to perceived student needs as such services are indigenous to the disciplines within the project group. The other goal was the development of philosophical and operational guidelines, techniques and procedures which could serve as a prototype or model for other Bureau of Indian Affairs residence schools. These were viewed as project operational goals. From them,

and from role specifications within the proposal, the operational goals of the five disciplines were developed. These goals were essentially guidelines of action in the form of legitimate task statements. In general, the counselors focused their concern on working with developmental problems in a non-judgmental setting. The social workers were primarily concerned with environmental problems of the students and played a large role in reservation and community agency liaison. The school psychologist played a key role in the identification of student problems and a supportive role in counseling and therapy. The special education teachers worked with seriously academically handicapped students on a one-to-one or small-group basis, as well as in developing remedial cirricula. The student activities director attempted to develop a basic system of leadership development and to explore for greater opportunities for involvement of the students in community events. To these ends the project staff included two recreation assistants, a man and a woman, to work with students on the weekends. Detailed task descriptions may be found by the reader in Appendix A as a part of the project philosophy and objectives.

CHAPTER III

PROJECT IMPLEMENTATION

The implementation of the project was delayed to some extent by lateness of funding. It was the first of October, 1968 when a 20' x 60' double trailer was installed as a staff services center, and utilities were functional. In the interim period all project staff members took advantage of the opportunity to circulate on the school campus, classroom and dormitories, in order to become acquainted with the school plant, the format of school operation, the faculty and staff, and to become more familiar with the make-up of the student body.

During the time prior to use of the trailer, and to a lessening extent throughout the year, the project staff used every available opportunity to explain the program to the school staff and to develop means of involving them in cooperative effort. They met with each other, with teachers, and with dormitory staff people, both individually, and in planned small groups. Among various objectives of these talks were rapport and lines of communication with Indian School staff members, an understanding of the mode of operation of Phoenix Indian High School, and an understanding of the cultures of the Indian students. Members of the pupil personnel services staff visited classes and dormitories, addressed dormitory house meetings, and established contacts with outside agencies and people, including state guidance consultants, the Department of

Counseling and Educational Psychology, the Department of Special Education, the Department of Secondary Education, and the Graduate School of Social Service Administration of Arizona State University; the Bureau of Indian Affairs Area Education Office; and the Bureau of Indian Affairs Employment Assistance Office.

The project was viewed as an interdisciplinary endeavor. However, each of the five groups worked within defined areas of application on specifically developed tasks. Communication and cooperation was nearly optimal in most cases, but, to avoid duplication of effort, it was necessary to establish a reasonably clear delineation of role boundaries. For the convenience of the reader the five groups are treated separately in the further discussion of project implementation.

Guidance and Counseling

One of the earliest decisions of the guidance staff concerned the scope of the prospective guidance and counseling services. Because of the tendency of Indian students not to seek adult help with their problems, and because of the relative unfamiliarity of the student body with a formal counseling service, it was decided that the program should involve both group guidance and individual counseling. It was further determined that referral for individual counseling should be conducted on the three bases of counselor referral, school staff referral and student self-referral.

As the program developed, areas of service were determined as appraisal service, information service, group guidance service, and counseling service (groups and individual). To these ends the

counseling staff established a counseling file for each student, developed an individual inventory form, cooperated with the psychometrist in the developing of a comprehensive testing and appraisal program, established a guidance information and resource center, and cooperated with the entire project staff in developing a referral system and form.

Students generally manifest different needs at different stages of their educational growth and development. Because of this fact, counselors were assigned to counselees on the basis of school class. Three counselors were assigned to work with the 11th and 12th grades, three with the 9th and 10th grades, and one to the 7th and 8th grades. Immediate steps were taken by counselors to begin seeing all counselees on a routine basis, in addition to special referrals and problem cases. The Counselee Interview Form was developed as an information gathering device, and was especially designed to facilitate initial verbal interaction with Indian students. The form proved to be effective in these functions. It was found that the students at the Phoenix Indian High School were far more reserved and non-communicative with adults than were many other young people in different settings. Some counselors who were new found that initially it was difficult to establish a relationship with the students. The Counselee Interview Form helped to overcome part of this, as it forced interaction of sorts between the counselor and counselee. Also, it was found that students who reacted quite shyly when in the office alone with the counselor, would interact much more freely if one or two other students were brought in.

Both group guidance and group counseling were considered to be a worthy part of the program. A program of vocational guidance was established in cooperation with the Boys' Vocational Department. Each Friday, a counselor took over the classes of one vocational instructor to present materials and information of a vocational guidance nature. Other successful group work was done during school hours. During the course of the year eight counseling groups and twenty-two guidance groups were in process.

Social Work

School social work is broadly concerned with finding solutions to personal environmental and social problems which interfere with the students' use of the educational opportunities provided by the school. In a boarding school this is extended to problems which interfere with their adjustment to the total program, not just the educational program, and is also concerned with prevention of problems as well. In a school such as Phoenix Indian High School, the nature of social work assistance assumed somewhat different emphases and proportions than in an ordinary public high school. The boarding school situation, residence in a strange community, and remoteness from family, all tend to foster problems within the students as well as to work against many forms of routine procedures for solution. As a result, liaison between student and family and/or between student and reservation assumed a major portion of the role of the social worker. Further, the social workers assumed primary responsibility for liaison between the students and the various public agencies, such as public health, the courts, and other special groups.

Many types of action were taken to help establish proper interprofessional relationships with the staff of the school. Meetings were held with the administrative staff to develop an understanding of the social service role and to establish lines of communication with agencies on and off the reservation. Individual conferences were held with academic and dormitory department heads to develop priority levels for social work intervention. A preliminary survey of student folders was made. Group meetings were held with teachers, home living staff and other project personnel. A number of diverse activities, including calls, visits and letters, were used to develop working relationships and lines of communication with the many agencies such as the Indian Hospital, courts, and reservation agencies.

Special Education

It was anticipated by the pupil personnel services staff that the term "special education" might take on a somewhat unique meaning in the Phoenix Indian High School. It was further anticipated that the need for certain types of special education might assume unusual proportions, as compared to the needs of the average public high school. In relation to the first item, the special education personnel entertained the hypothesis that a condition known as "pseudo mental retardation" might be a fairly prevalent condition in the Phoenix Indian High School student body. A tentative decision had to be made as to the type of special education need that appeared to be most urgent and appeared to be most susceptible to the development of an educational program. The early results of testing and

conferences seemed to indicate that language and cultural difficulties were the types that best fitted this criterion.

Staffing for referrals was set up and the special education personnel began the task of identifying students and building appropriate curricula (for the staffing procedure see FIRST QUARTERLY REPORT). Most teaching was done on a one-to-one or small-group basis. Materials were developed for use in special education classes, and a language usage experiment was conducted on a class of low achievers during the last quarter.

Psychological Services

The psychometrist and consulting psychologist were responsible for providing psychological services. These services were basically viewed as the application of known principles of learning and emotional development to the problems of the students. This involves the identification of both problem areas and areas of strength of the individual students. Such identification depends upon a broad and thorough program of psychological examination, both individual and group. In this context, the psychologist rendered a service competency to both the student and to the staff. However, this service also extended to the conducting of therapeutic interviews for students who had problems related to learning.

A complete battery of tests was adopted for individual use in the area of psychological services of the pupil personnel services program. These tests were used primarily in diagnosing learning difficulties and in providing objective information about a student to the other disciplines on the staff. The battery of individual

tests was comprised of intelligence, personality, and miscellaneous instruments. Some group tests were administered individually when regular group procedures were not appropriate or when group test scores were not available for other reasons. The individual testing program was not designed to duplicate, but to augment the group testing program. For a complete list of the group and individual tests used the reader is referred to the FIRST QUARTERLY REPORT.

The counseling interview is another important procedure that was used by the school psychologist. In conjunction with testing, diagnostic interviews were conducted individually to give a complete picture of the student. Only from the student himself could the psychologist obtain a full and clear picture of the motivations, dependences, hostilities, anxieties, conflicts, and mechanisms which underlie the adjustment problems. Interviews were both diagnostic and therapeutic, in that they served to determine the nature of the client's difficulties and also to help him correct them.

Student Activities and Recreation

As in the other areas of service, certain unique needs were existent, needs that are indigenous to the nature of the student body and the nature of the school. On the one hand, the fact that the students live at the school on a twenty-four hour, seven day a week basis would of necessity predicate certain differences in number and variety of recreational activities. On the other hand, the nature of the problems of acculturation and motivation seemed to indicate the need for the development of social skills and leadership capabilities.

In keeping with these perceived needs the student activities director began planning and implementation with the dual thrust of increased activity opportunity and increased student involvement in both the planning and execution of activities. Specific steps included involvement of the student council in program development, formation of a student recreation committee, employment, through the project, of two half-time recreation assistants for weekend work, coordination of all extra-class activities into central planning and direction, cooperation with the speech teacher in the development of an ongoing program of panel engagements in the community, and the expansion of recreational opportunities in the community. The student bank was organized and patterned after a local bank, and was operated by student tellers and bookkeepers; the student council operated a student store by contract with an adult manager. Students were hired to work in the store by the council.

Summary

The primary atmosphere of the implementation of the project was one of openness and experimentation. Procedures and techniques were developed to meet perceived needs, and revised or discarded if they failed to meet the criteria. The staffing procedure for special education referrals was one of the early major developments. Later, the same procedure was used for psychiatric referrals, replacing a scheme of handling psychiatric referrals that was deemed unsatisfactory.

Recommendations follow in Chapter IV for the continued program of pupil personnel services in the five areas given emphasis

in this report, those of guidance and counseling, social work, special education, psychological services, and student activities and recreation. Individual recommendations are made in each of the areas.

CHAPTER IV

PROJECT EVALUATION AND RECOMMENDATIONS

No task in education can ever be considered complete. As long as the need for pupil personnel services exists, innovative personnel will continue to develop different and more refined procedures, both to increase current efficiency, and to meet changing conditions. Some recommendations involve all disciplinary areas as a common unit. Others are unique to a single group. In recognition of these facts, the following text is divided into the five areas, but in addition, the last section is devoted to the project as a whole.

In May the project was visited by two groups. The first group was an evaluation team of six members headed by Mr. Howard Leigh, North Central Association State Chairman. All persons who normally received project reports were furnished with copies of this evaluation report. As appropriate, the results of that evaluation are included in this chapter. The second group consisted of approximately sixty Bureau of Indian Affairs educators who came to observe the pupil personnel project in action. They did not submit formal reports but made many informal observations and suggestions.

Guidance and Counseling

Certain questions needing resolution were addressed by the counseling staff. Perhaps the most pressing in the early stage of the project was that of optimal counseling hours. The entire

counseling staff was put on discretionary hours with the intent of experimenting with a variety of counseling time situations. Daytime, after school and nighttime hours were used. It was tentatively concluded that only the daytime, in-class hours offered genuine promise for consistent, ongoing counseling contact. For a more detailed discussion of use of counselor time the reader is referred to the FOURTH QUARTERLY REPORT, Appendix B. This conclusion and others are included in the recommendations for the continued program that follow:

1. Although evening hours constitute a time when counselors may get to know students better on an informal basis, the bulk of the ongoing counseling program should be conducted during the school hours. During the day students seem best conditioned for, and most receptive, to counseling. In off-hours other priorities prevail and counseling is not effective except on a contingency basis.

2. There should be continual effort to improve the integration of counseling and guidance services into the total school program, (i.e., coordination and consultation with school, dorm, curriculum, campus life, etc.), and increased efforts to develop lines of communication with all departments.

3. There should be established an ongoing in-service orientation to acquaint pupil personnel services and other school staff with student problems, reactions, backgrounds, and needs, to develop understanding and acceptance on the part of the staff members.

4. The responsibilites for post-high school planning and placement should be consolidated into the pupil personnel services department.

5. There should be established a follow-up program to include supportive contacts with students after they leave the school and informational gathering contacts for purposes of better determining how the staff can assist the high school students.

Social Work

School social services are primarily concerned with personal and family problems, liaison between the school and other agencies, interpretation to the staff of what agencies can do for students, representing the school and students in court actions and to probation officers, and the identification of the problem sources of students. With such a diversity of legitimate activities the primary initial problem was that the school staff did not understand the role of the social worker. The project staff immediately addressed the problem of developing this understanding, building lines of communication and securing cooperative effort. Recommendations for new or continuing efforts are as follows:

1. Weekly meetings between social work staff and dormitory administrators were extremely valuable and should be continued on a routine basis.

2. Four full time social work staff members seem necessary for optimal work coverage.

3. Psychiatric staffing scheduling should be studied with the intent of making it possible for teachers and dormitory personnel

to be more conveniently involved.

4. A more optimal preventive program could be developed if the social work staff were involved in policy decisions in home living (dormitory life).

5. There should be increased development of communication and involvement with parents. A full-time field worker might provide a partial solution.

Special Education

Special education staffing was somewhat inadequate for an initial year. So much testing and problem identification was necessary that an unusual proportion of the time of the special education teachers was absorbed in record review and staffing sessions. With the establishment of a routine and comprehensive testing program for all new students, this problem would be generally alleviated. Needs for the ongoing program are exhibited in the following recommendations:

1. The pervasive nature of special education needs suggests a special education coordinator for the entire faculty.

2. Adequate facilities and equipment for the special education staff must be provided.

3. A full time speech therapist should be employed to work with deviant speech patterns and other speech problems. This person should be able to work with the special education supervisor and other department heads to change the curriculum to encourage verbal fluency.

4. Better record transmittal should be encouraged. This would have to be worked on by all Arizona administrators and the Area Education Office of the Bureau of Indian Affairs, and is a project worthy of their organization. The Phoenix Indian High School could assume a leadership role in this area.

5. There should be a continuation of experimentation in language development. It would be beneficial to have all students participate in this program for at least one semester, preferably their first at the school. The emphasis should be on verbal fluency. A curriculum could be developed by the English department, and in cooperation with other disciplines, that would be very valuable to the students. All departments could emphasize the articulate use of English. (See THIRD QUARTERLY REPORT for the report of the first experiment.)

6. Teachers should be used during the summer months, when they are required to be on campus, to survey all the medical records and make notations of any disabilities students might have. This information should be made available to all teachers at the beginning of school.

7. It is suggested that an interdisciplinary approach be used to help meet the needs of failing students. The idea proposed would be to have the teachers of students who are failing in one or more subjects, and appropriate pupil personnel services personnel, meet concerning the student. This same approach could be used for students who are having behavior problems.

Psychological Services

The psychometrist and psychologist were able to cooperate fully with other staff members in the testing program. The needs for individual testing were great and at times a disproportionate amount of time had to be spent in testing rather than in counseling and therapeutic interviews. However, this should not continue to be a problem as backlog testing needs are caught up and an ongoing testing program for new students is implemented. Recommendations for the continuing program are as follows:

1. A para-professional or clerical person is needed to assist with the administration, scoring, and scheduling of students for testing. This position would strengthen the psychological services by assisting the psychometrist to do more testing.

2. A representative from the psychological area should be involved directly with the cirriculum planning.

3. Although the school psychologist would not administer group tests, he should play a policymaking role in the total school testing program.

Student Activities and Recreation

The student activities program involves virtually every organized activity in the school that is not part of the credit academic program. Because of this broad nature, one of the earliest perceived needs of the program was a complete file of activities, including not only the names of all the active groups and clubs but certain appropriate information about each. Without this information and without a system of continual updating, no pervasive policy or

genuine coordinating action would have been possible.

Another major need of the activities program was a central recreation point for students to gather, some building approximately equivalent to the usual college "memorial union." This need is now being met by an entire wing of an unused dormitory, remodeled to suit the intended purpose. Recommendations for the continuing program are as follows:

1. Exchange programs with other schools were viewed as highly beneficial by the students and should be increased in the coming year.

2. Students should play a greater role in the management and operation of the school store.

3. A training program for all officers and members of each organization should be undertaken.

4. Involvement of students in policy and planning should be increased as rapidly as students are prepared and willing to assume these responsibilities.

5. Sponsorship of extra-curricular activites should be considered in planning the total work load of teachers, with some system of compensatory time developed if necessary.

The Total Project

One of the strongest aspects of the pupil personnel services program was the flexibility and freedom to experiment in discovering and meeting the needs of the students. Very little formal structure was given at the outset and this enabled the pupil personnel services staff members to function in the way that they thought best, based

on the present needs. The efforts of the project group to improve faculty and staff understanding of the program have already been mentioned in Chapter III. The procedure for psychiatric staffing has not been mentioned. It was developed with the dual intent of improving the method of handling psychiatric referrals and of involving staff members more fully and more realistically in the work of the project. The prior method for psychiatric referrals was considered unsatisfactory because of the limited amount of time that the psychiatrist could devote to one student and because it failed to involve faculty and staff members in the rehabilitation of the student. For a detailed explanation of this method see Appendix C.

Some of the recommendations which follow are submitted in the form of diagrams. Figures 1, 2 and 3 are illustrative of the communication and operational routing of initial student referrals, the special education staffing procedure and the psychiatric staffing procedure, respectively. Explanatory comments accompany each figure. Figure 4 is a recommended school structure constructed with Venn diagrams. A closed curve is an administratively identifiable group and is called a "Venn." Inclusion of one Venn inside another denotes administrative authority of the out Venn over the inner Venn. Intersecting Venns of unequal size denote a special contribution of effort of the smaller to the program of the larger. Other verbal recommendations are included with the diagrams.

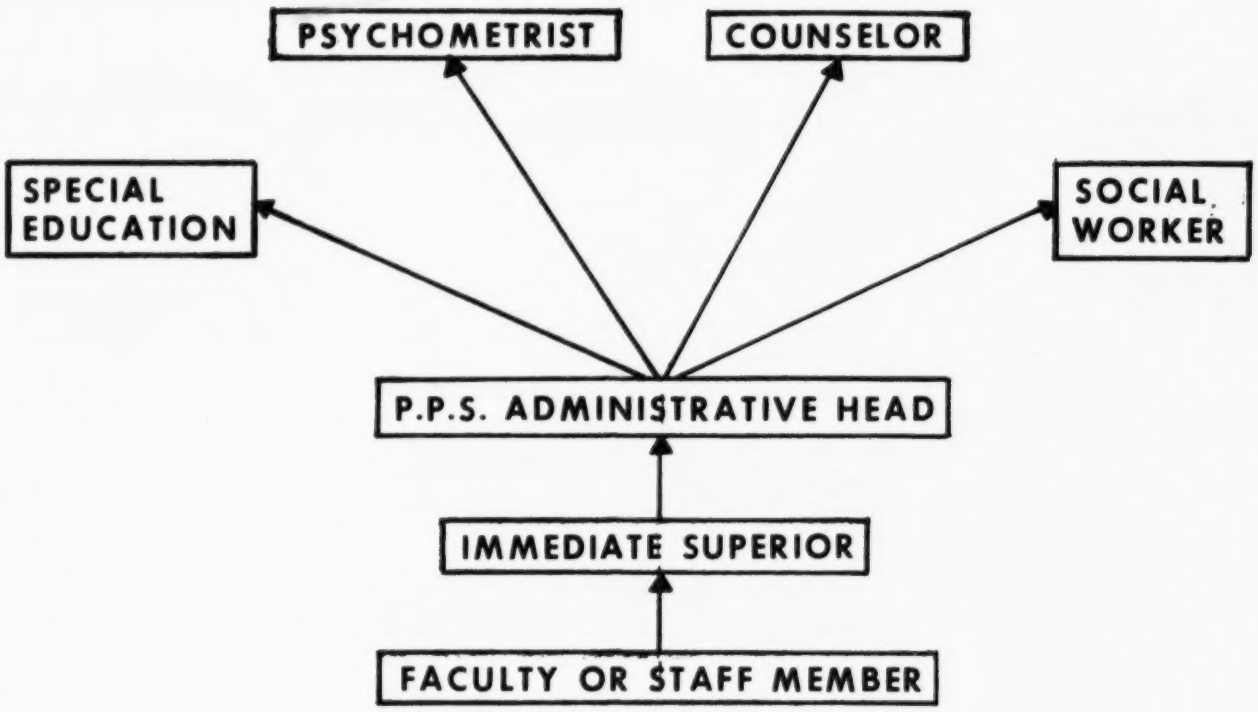

Figure 1

Pupil Personnel Services Student Referral Route

The referral begins with any staff member who recognizes a student need. The referral form (Appendix D) is submitted to his immediate superior. If his judgment concurs it is forwarded to the pupil personnel services administrative head who make the decision as to where the referral should go.

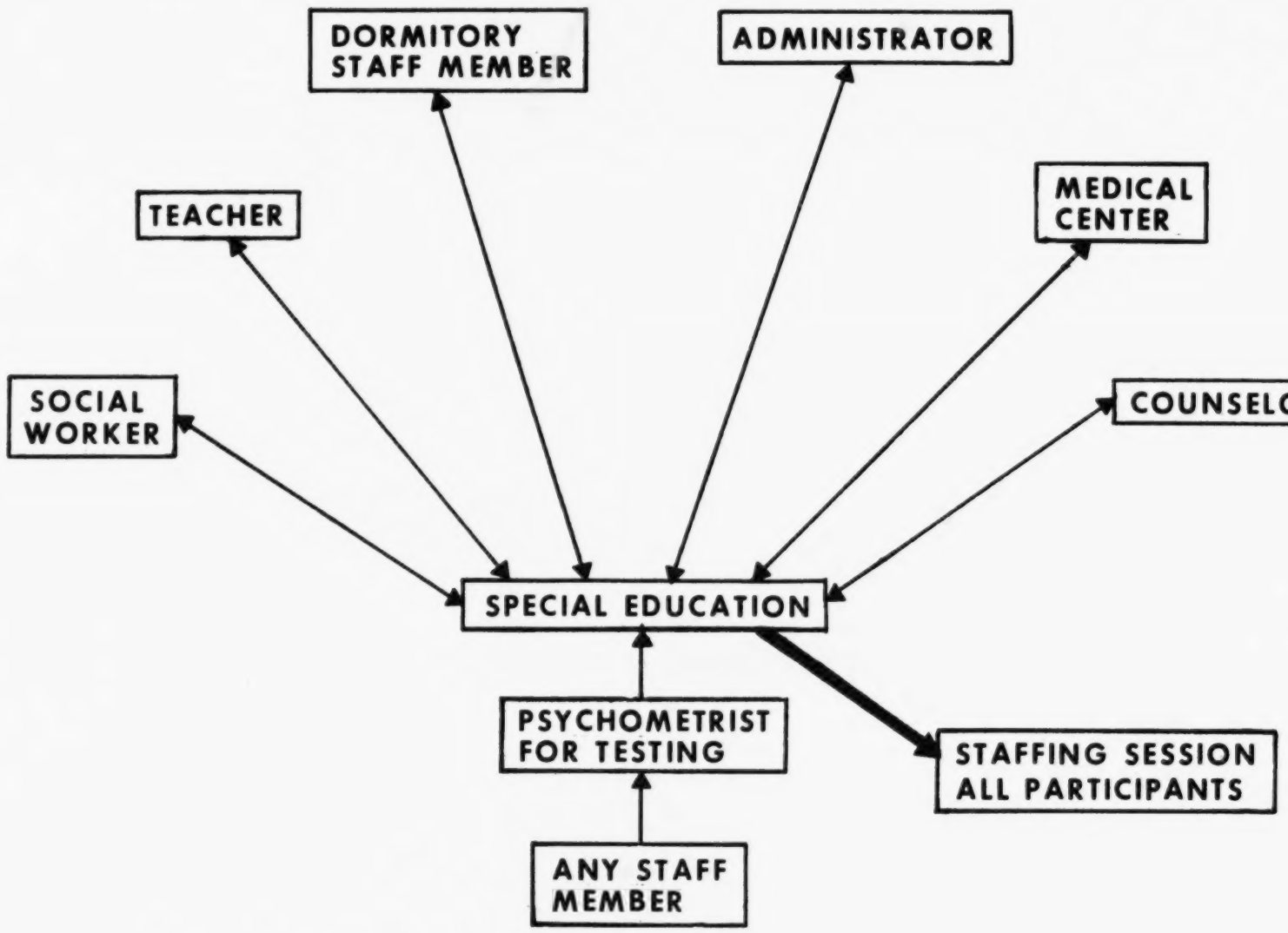

Figure 2

Special Education Staffing Structure

In the case of a suspected need for special education the initial referral goes to the psychometrist so that testing may take place. The special education person acts as the central agent for gathering corroborative information and arranging the staffing session for all named participants. Decision for student placement is a group decision.

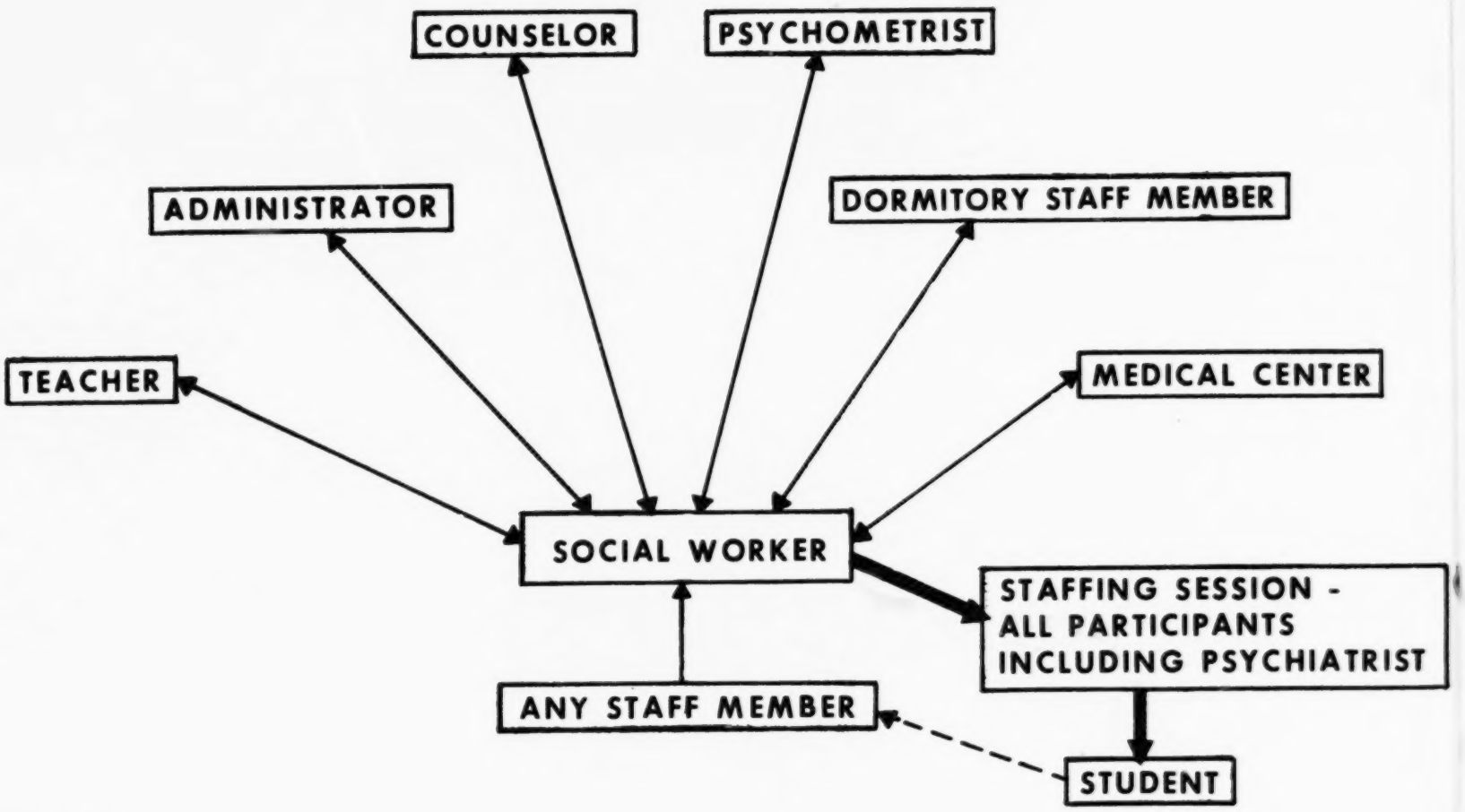

Figure 3

Psychiatric Staffing Structure

In the case of referral for psychiatric attention the social worker acts as the information gathering agent, for writing the information summary, and as the coordinating agent for the staffing session. The result of the staffing session is an agreement on a common course of action by all participants, of which the student is the focus. In this way all involved persons play a role in therapy, rather than just the psychiatrist.

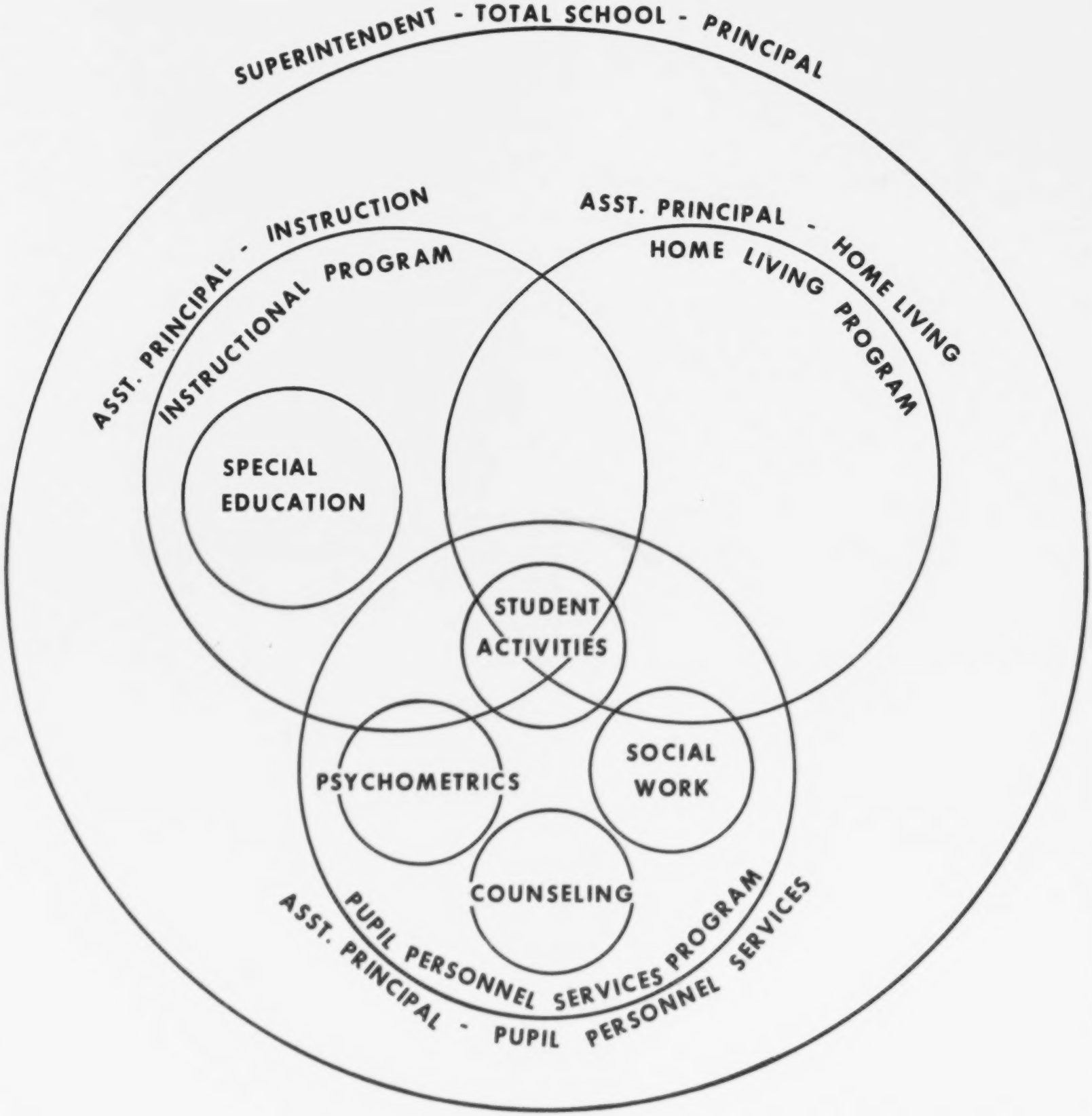

Figure 4

Organization Chart
Pupil Personnel Services in the School Setting

Other recommendations for a continuing pupil personnel service project are as follows:

1. Continuing efforts should be made to increase total staff understanding of the pupil personnel services role, and to improve intra-staff communication.

2. The pupil personnel service group should be a unitary area in the school structure, on an administrative level with the instructional program and home living section. To survive and grow, the pupil personnel service group must have independent administrative authority, and the right and capability of developing its own policy and priorities.

3. The school psychometrist or psychologist should have a policy voice in both the school group testing program and the curricular program. This person's knowledge of human emotional development and learning makes this consideration an imperative.

4. Special education at Phoenix Indian High School should be a part of the instructional program. Special education coordination and planning for the entire staff should be undertaken by the appointment of a special education supervisor.

5. Social work should play a strong role in policy making for operation of the dormitories since the role of the social worker primarily concerns the environment of the student.

6. Student activities and recreation should be closely involved with the home living section, so that inter-dormitory and intra-dormitory recreation can be coordinated.

7. A half-time administrator for the pupil personnel service

group was not considered adequate. The continued project should include the specification of a full-time person for this position.

8. A continuation of this project should include as many Phoenix Indian High School professional personnel as appears feasible. Guidance counselors, a special education teacher, a speech therapist, and an administrator in training should be included from the regular staff.

9. The staffing procedure system produced benefits in the areas of special education and psychiatric assistance. It seems desirable that this general procedure, perhaps on a less formal scale, should be routinely a part of the total consultation program. For example, at any time that any staff member feels concern for the welfare of a particular student, the counselor, teacher or teachers, the dormitory person closest to the student, and any other persons with interest and/or information, should meet, exchange information, and perhaps decide on a common course of action. Not only would the students benefit, but the more nearly total involvement of the staff members would do much to dispel communication barriers.

10. In spite of some of its obvious advantages the referral form included in Appendix D is rather lengthy, and may occasionally discourage people from initiating referrals. Routing these through department heads also may tend to discourage referrals. The advantages gained by having discriminating information on the lengthy form may not outweigh these two disadvantages. Further study should be made of the referral system by a committee including pupil personnel services staff, teaching faculty, and dormitory personnel.

It was the opinion of all persons involved that the pupil personnel service division developed by Project COPE should continue at Phoenix Indian High School. The reaction of regular staff was increasingly supportive and cooperative throughout the year. Student counseling readiness, evidenced by such phenomena as a very large increase in self referrals, substantially increased during the year. It appears that a valid beginning was made in meeting evident needs. Termination of the project at this point would leave many questions unresolved and resolutions short of fruition. Continuation of the project for another year should adequately prepare the school to continue pupil personnel services on a budgetary basis, the ultimate goal of the project. Funding should be allocated for this purpose for the fiscal year 1971 and all subsequent years by the Bureau of Indian Affairs in its annual budget for the Phoenix Indian High School.

Appendix A

PROJECT PHILOSOPHY AND OBJECTIVES

The project staff utilized the school philosophy and the guidelines of the original proposal to form the PHILOSOPHY AND OBJECTIVES OF PROJECT COPE. As formed, it exhibits the conscious intent of the staff in the early stages of the implementation of the project. Subsequently, it was felt that experience and increased knowledge of the situation predicated certain modifications in the objectives in order that they be rendered more realistically. The complete modified version was entitled REVISED PHILOSOPHY AND OBJECTIVES OF PROJECT COPE.

For the convenience of the reader the PHILOSOPHY AND OBJECTIVES OF PROJECT COPE is presented here intact. Following it, the REVISED PHILOSOPHY AND OBJECTIVES OF PROJECT COPE is presented by intact portion so that comparisons to corresponding portions of the original philosophy can be conveniently made by the reader, and so that appropriate comments for clarification can be offered by the writer.

PHILOSOPHY AND OBJECTIVES OF PROJECT COPE

Position Statement

According to the philosophy of Phoenix Indian High School, the essential task of the school is the "guided acculturation" of the student.

> Thus, the school should provide the skills, information, and understanding which will help the student to effectively merge his native culture and his expanding environment at a rate and

> in a way which is acceptable to him. The program of this school should be designed so as to enable each student to strive to realize his full potential emotionally, socially, physically, academically, and vocationally, in order that he may become a useful member of our ever-changing democratic society. (Philosophy and Major Objectives of Phoenix Indian School)

It is perceived that the spirit of this statement suggests a unique and vital role for pupil personnel services. It suggests a role that is centrally concerned with maximizing the growth and effectiveness of the student in the total internal and ecological sense. Successful performance of the staff in this role would imply that the student will know and accept himself as a human being, will be able to manage his time and talents purposefully, will demonstrate capability in social relationships, will be accepting of others within the context of their worth and dignity as human beings, will demonstrate the capability to participate with others in both a cooperative and competitive setting, and will demonstrate the skills and attitudes necessary to achieve a livelihood and acceptance in a competitive society.

Operational Objectives

Two major operational objectives seem appropriate in the light of the stated position and of the mandate of the original project proposal.

1. The project group will serve the Indian students in the identification of personal and educational problems, with assistance for the resolution of these problems, and with the development of academic, social, and leadership competencies necessary for productive living.

2. The project group will explore philosophical guidelines, techniques, and procedures, with the ultimate goal of developing a tentative model of operation for pupil personnel services for this and other Bureau of Indian Affairs residence schools.

The project group includes competencies in five separate but mutually supportive disciplines. Operational objectives for each discipline, which are supportive of major objective 1, are as follows:

A. The Guidance and Counseling staff services:

1. Assess individual learning levels and potential through individual and group measurement.

2. Counsel with students regarding specific strengths and weaknesses in education achievement.

3. Consult with teachers regarding factors that effect student learning.

4. Provide educational orientation and information for students.

5. Counsel with and/or refer students, concerning personal problems and personal development.

6. Provide information, orientation, and counseling for vocational and other post-school planning.

7. Serve as resource personnel for faculty and staff in-service programs.

B. The Social Work staff services:

1. Act in liaison capacity between school and home, student and home, and student and other agencies, including courts.

2. Utilize and coordinate available resources to help students in the identification and solution of personal problems.

3. Act as a coordinating agent for the cooperative involvement between school faculty, administration, extra-school agencies, and project staff.

C. The Special Education staff services:

1. Assist in the identification of students who are educationally deviant.

2. Assist in the decision concerning special placement or referral for such students, including those in need of clinical services such as speech and hearing, and exceptionality due to physical, emotional, or educational handicaps.

3. Develop and conduct special classroom program for identified students who may benefit from such a program.

4. Work with faculty in developing special programs that are feasible in the regular classroom.

5. Assume leadership role in determining the number and kind of special education services that should be provided.

D. The Psychological-Psychometric staff services:

1. Diagnostic testing of previously identified students or small groups.

2. Therapeutic counseling with specific students identified as needing such.

3. Consultation with faculty and staff regarding the psychological findings.

4. Provide for faculty in-service training on testing and measurement techniques of selection and administration.

E. The Student Activity and Recreation staff services:

1. Provide opportunities for leadership development, utilizing such means as student government, clubs, and recreation program planning.

2. Provide opportunities for residence economic training, utilizing such means as student bank, student stores, and club treasuries.

3. Provide a broad program of leisure time activities.

Operational objectives which are supportive of major objective 2 are as follows:

1. The development of philosophical guidelines of intent and operation.

2. A definition of the role of the pupil personnel services group in student service, and the role of each disciplinary group. This includes a working definition of legitimate performance boundaries as well as a definition of interdisciplinary endeavor.

3. The development of optimal intra-group and inter-staff communication lines. This includes problem identification and exchange of student information.

4. The development of referral procedures, including both initial referral and subsequent staffing procedures.

5. The development of an administrative structure model, including a statement of personnel qualifications and personnel distribution within the structure.

6. The development of a student body profile of aptitudes and needs, intellectual, emotional, and physical. This will result from the cumulative testing and observations for the school year. The successful fulfillment of this objective is imperative to the formation of a basis for prediction of continuing needs and for the successful achievement of Goal 2.

Appendix B

REVISED PHILOSOPHY AND OBJECTIVES OF PROJECT COPE

Position Statement

According to the philosophy of Phoenix Indian High School, the essential task of the school is the "guided acculturation" of the student.

> Thus, the school should provide the skills, information, and understanding which will help the student to effectively merge his native culture and his expanding environment at a rate and in a way which is acceptable to him. The program of this school should be designed so as to enable each student to strive to realize his full potential emotionally, socially, physically, academically, and vocationally in order that he may become a useful member of our ever-changing democratic society. (Philosophy and Major Objectives of Phoenix Indian High School)

The key word in this statement, "acculturation," is here interpreted to mean "a process of intercultural borrowing between diverse peoples resulting in new and blended patterns" and should not be confused with "assimilation," which means "absorption into a cultural tradition."

It is perceived that the spirit of this statement suggests a unique and vital role for pupil personnel services. It suggests a role that is centrally concerned with maximizing the growth and effectiveness of the student in the total internal and ecological sense. Successful performance of the staff in this role would imply that the student will know and accept himself as a human being, will be able to manage his time and talents purposefully, will demonstrate capability in social relationships, will be accepting of others within the context of their worth and dignity as human beings, will

demonstrate the capability to participate with others in both a cooperative and competitive setting, and will demonstrate the skills and attitudes necessary to achieve a livelihood and acceptance in a competitive society.

Operational Objectives

Two major operational objectives seem appropriate in the light of the stated position and of the terms of the original project proposal.

1. The project group will assist the Indian students in the identification of personal educational problems, in the resolution of these problems, and in the development of academic, social, and leadership competencies necessary for productive living.

2. The project group will explore philosophical guidelines, techniques and procedures, with the ultimate goal of developing a tentative model of operation for pupil personnel services and special education for this and other Bureau of Indian Affairs residence schools.

The project group includes competencies in five separate, but mutually supportive disciplines. Operational objective for each discipline, which are supportive of major objective 1, are as follows:

A. The Guidance and Counseling staff services:

1. Counsel with students regarding specific strengths and weaknesses in educational achievement.

2. Consult with teachers and dormitory staff members regarding factors that affect student learning and behavior, and personal and

home living problems.

3. Counsel with and/or refer students, concerning personal problems and personal development.

4. Serve as resource personnel for faculty and staff and coordinate the child study efforts of other pupil personnel services staff.

5. Provide for the orientation, placement, research and follow-up, and informational services for students. This includes educational planning, vocational planning, and other forms of post-school planning.

6. Provide subjective appraisal of students' abilities, interests, aspirations, and goals, through interview technique; consolidate personal information gathered from various sources; and develop and maintain students' cumulative counseling and guidance file.

B. The Social Work staff services:

1. Act as a coordinating environmental agent, particularly as the liaison between school and home, student and home, and student and other agencies, including courts.

2. Utilize and coordinate available resources to help students in the identification and solution of personal problems.

3. Acquaint students with appropriate community resources and make these resources aware of student needs and student resources.

4. Act as a coordinating agent for the cooperative involvement between administration, faculty, dormitory personnel, community agencies, and project staff.

C. The Special Education staff services:

1. Assist in the identification of students who are educationally deviant.

2. Develop staffing procedures to consider the future educational experiences for students who do not appear to function effectively in the regular classroom.

3. Assist in the decision concerning class placement or referral for such students, including those in need of clinical services for speech, vision, hearing, pathology, and retardation due to physical, emotional, cultural, or educational handicaps.

4. Develop and conduct special classroom programs for identified students who may benefit from such a program.

5. Assist the faculty in developing special education programs that are feasible in the regular classrooms.

6. Assume the leadership role in determining the number and nature of special education services that should be provided in the future.

D. The Psychological-Psychometric staff services:

1. Diagnostic testing of previously identified students to determine learning and/or behavioral disabilities.

2. Therapeutic counseling with individuals and groups identified as needing such services.

3. Consultation with faculty, staff, and students regarding the psychological findings.

4. Participation in school curriculum development and act as advisor concerning psychological learning principles.

5. Assume policy and coordination role in the total school testing program. Provide for faculty and staff in-service training on testing, measurement techniques, and general psychological principles.

6. Conduct test validation studies and establish local norms of present standardized instruments.

E. The Student Activity and Recreation staff services:

1. Coordinate the total school student activities and recreational program.

2. Provide opportunities for leadership development, utilizing such means as student government, clubs, and recreation program planning.

3. Provide opportunities for residence economic training, utilizing such means as student bank, student stores, and club treasuries.

4. Develop new programs of involvement and leisure time activities.

5. Utilize community resources for the enrichment and expansion of the total school program.

6. Act as resource for all staff and faculty, keeping the total school staff updated on the activities and recreation program and facilitating faculty and staff participation in student activities.

Operational objectives which are supportive of major objective 2 are as follows:

1. The development of philosophical guidelines of intent and operation.

2. A definition of the role of the pupil personnel services group in student service, and the role of each disciplinary group. This includes a working definition of legitimate performance boundaries as well as a definition of interdisciplinary endeavor.

3. The development of optimal intra-group and inter-staff communication lines. This includes problem identification and exchange of student information.

4. The development of referral procedures, including both initial referral and subsequent staffing procedures.

5. The development of an administrative structure model, including a statement of personnel qualifications and personnel distribution within the structure.

6. The development of a student body profile of aptitudes and needs, intellectual, emotional, and physical. This will result from the cumulative testing and observations for the school year. The successful fulfillment of this objective is imperative to the formation of a basis for prediction of continuing needs and for the successful achievement of Goal 2.

Student Objectives

The preceding specific objectives pertain exclusively to the operation and development of the service structure. Ultimate objectives must be directed toward student outcomes. Desired student behavioral outcomes are mentioned in the position statement.

Successful achievement of such objectives is difficult to assess and must often be done through the evaluation of limited, but quantifiable supporting objectives. A partial list of such measurable or quasi-measurable objectives follows.

1. The student demonstrates significantly greater skill and more information and understanding of both his native and the larger American (U.S.) culture as compared to those at his entry into Phoenix Indian High School.

2. The student demonstrates significantly greater emotional, social, physical, academic, and vocational skills, information and understanding as compared to those possessed at entry into the Phoenix Indian High School.

3. The student demonstrates a significantly higher self-concept than upon entry into Phoenix Indian High School.

4. The student manages his time and talents significantly more purposefully than upon entry into Phoenix Indian High School.

5. The student demonstrates significantly greater capability in social relationships than upon entry into the high school.

6. The student accepts the worth and dignity of other individuals significantly more frequently than upon entry into Phoenix Indian High School.

7. The student demonstrates significantly more skill in cooperative and competitive activities with others than upon entry into Phoenix Indian High School.

8. The student demonstrates significantly more of the skills required to achieve a livelihood and acceptance in a competitive society than upon entry into Phoenix Indian High School.

9. The student demonstrates significantly greater skill in identifying personal and social problems and their solution than upon entry into Phoenix Indian High School.

10. The student demonstrates significantly greater academic, social, and leadership competencies necessary for productive living than upon entry into Phoenix Indian High School.

Appendix C

PSYCHIATRIC STAFFING PROCEDURE

Students were referred to the school social service department through the use of the referral forms. This referral came through teachers, dorm personnel, administrative staff, or pupil personnel staff.

One afternoon each week was set aside for the psychiatrist and others to consider students who had been referred. Meetings were held in the dormitories.

A schedule giving the date, the hours, the name of the student, and the place of the staffing was furnished to all persons who were involved with the student. This list included dorm personnel, teachers, school nurse, 16th Street Hospital, student's counselor, school social worker, and the psychiatrist.

The social work supervisor was responsible for scheduling and informing those who were involved in the staffing. A social worker prepared a summary of information from the student's school file, to be used in the staffing.

A social worker prepared a summary of the information presented at the meeting. Five copies were prepared and distributed as follows: one copy each for the psychiatrist, the principal of the school, the student's counselor, the social work supervisor, and the person making the summary.

51/52

PHOENIX INDIAN HIGH SCHOOL
REQUEST FOR PUPIL PERSONNEL SERVICES

Official Use Only
__CS_____
__PS_____
__SS_____

Instructions: (1) Send completed form to Dept. Head for approval
(2) Send approved original and first copy to Pupil Personnel

STUDENT'S NAME_____ Tribe____ Dorm_____
School
Grade_____ Sex____ Birthdate_____ Census Number_____

FAMILY INFORMATION: Complete if available
Father's Name_____ Mother's Name_____
Guardian's Name_____ Relationship to Child_____
Home Location_____

REFERRING PERSON_____ Position &/or Subject Taught_____ Room No._____
Time Available For Conference_____

REASON FOR REFERRAL FOR COUNSELING SERVICE: (Check all that apply)

Vocational Counseling
____Occupational Choice

Personal/Social Counseling
____Group Living Adjustment
____Classroom Adjustment

Educational Counseling
____High School Program Selection
____Study Habits
____Academic Adjustment
____School Attendance
____Post High School Planning

REASON FOR REFERRAL FOR PSYCHOMETRIC SERVICES: (Check all that apply)
____Mental Evaluation
____Screening for Special Class
____Academic Class Placement
____Personality Assessment
____Suspected Brain Damage
____Other (specify)_____

REASON FOR REFERRAL FOR SOCIAL WORK SERVICES: (Check all that apply)
____Problems relating to Home or Reservation needing agency assistance
____Glue/Paint Sniffing (Repeater)
____Drinking (Repeater)
____A.W.O.L.
____Economic Need
____Suspected Pregnancy
____Emotional Problem
____Problems Relating to_____Agency
____Other (specify)_____

STATEMENT OF PROBLEM: (Briefly describe the behavior which led to referral. Indicate questions you would like answered. Use additional sheets if necessary.)

Date_____ Approved By_____

Appendix E

PROJECT COPE

Staff:

Dr. Robert L. Armstrong, Project Director

Miss Judy Evans, Project Secretary
Miss Karen Willie, Secretary (Temporary)
Mrs. Jeri Adams, Secretary (Temporary)
Miss Virginia David, Secretarial Assistant (Temporary)

Mr. Kenneth P. Patch, Supervisor of Counselors
*Mrs. Virginia Baumgartner, Counselor
*Miss Georgianna Davenport, Counselor
Mrs. Barbara Holmes, Counselor
Mr. Verne A. Robinson, Counselor
Mr. Eugene Sekaquaptewa, Counselor
*Mr. Frank J. Self, Counselor

Mrs. Edith Mae Christian, Supervisor of Social Work
Mr. Henry J. Keneally, Social Worker
Miss Marsha Manshell, Social Worker (Temporary)

Mr. Donald Jones, Supervisor of Special Education
Mrs. Judy Malamas, Special Education Teacher

Mr. J. W. Brantley, Psychometrist

*Mr. J. Frank Chapman, Student Activities Coordinator
Mr. Michael Wagner, Recreation Assistant
Miss Virginia Vandling, Recreation Assistant, first semester
Miss Gayle Schneider, Recreation Assistant, second semester

* Member of the Phoenix Indian High School regular staff. The contract provided for a replacement in the regular job.

Consultants:

Mr. S. Burt Chamberlain, Social Work

Dr. Karen Newman, Special Education
Dr. Naomi Cohen, Special Education

Dr. Phil Gaffney, Psychology

Special Assistants for Research:

Mr. Bill Smith
Mr. Ray Weinhold

Project COPE Advisory Committee:

Mrs. Mamie Sizemore
Assistant Director of Indian Education
Division of Indian Education
Phoenix, Arizona

Dr. Nelson Haggerson
Chairman, Department of Secondary Education
Arizona State University

Mr. James Wallace
Superintendent
Phoenix Indian High School

Dr. Weldon Shofstall
State Superintendent of Public Instruction
State Capitol
Phoenix, Arizona

Dr. Roy P. Doyle
Assistant Dean
College of Education
Arizona State University

Dr. Horace W. Lundberg, Dean
Graduate School of Social Service Administration
Arizona State University

Dr. Sandford S. Davis, Chairman
Department of Counseling and Educational Psychology
Arizona State University

Dr. Willard Abraham, Chairman
Department of Special Education
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Area Property and Supply Officer
Bureau of Indian Affairs
U. S. Department of Interior
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Mr. Gabe Paxton, Jr.
Pupil Personnel Services
Education Specialist for Guidance and Counseling
Bureau of Indian Affairs
U. S. Department of Interior
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Dr. Muriel N. Gurr, Director
Guidance Services Division
Department of Public Instruction
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Indian Education Center
College of Education
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